Texas Education Agency
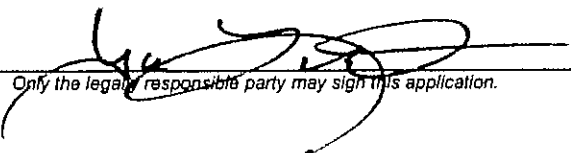## Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	Document Control Center Grants Administration 2016 SEP 29 PM 3: 37 Received Texas Education Agency
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Ben Bolt-Palito Blanco ISD	125-902	Palito Blanco Elementary 125-902-101	N/A
Vendor ID #	**ESC Region #**		**DUNS #**
74-6000359	2		021552005

Mailing address		City	State	ZIP Code
P.O. Box 547		Ben Bolt	TX	78342-0547

Primary Contact

First name	M.I.	Last name	Title
Dr. Timothy		Little	Superintendent
Telephone #	**Email address**		**FAX #**
(361) 664-9904	T;ott;e@bbpbschools.net		(361) 668-0446

Secondary Contact

First name	M.I.	Last name	Title
Gloria		Hamill	Principal
Telephone #	**Email address**		**FAX #**
(361) 664-3201	ghamill@bbpbschools.net		(361) 668-0549

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I. Last name	Title
Dr. Timothy	Little	Superintendent
Telephone #	Email address	FAX #
(361) 664-3201	tlittle@bbpbschools.net	(361) 668-0446

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-16-105-044

Schedule #1—General Information

County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **Transformation Model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
	      i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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iii. Are designed and developed with teacher and principal involvement;

    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and create community-oriented schools.

    (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

        i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

        ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

        iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

    (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS).

By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:

- Improves student academic achievement or attainment
- Is implemented for all students in the school
- Addresses in a comprehensive and coordinated manner:
  - improvement in school leadership
  - improvement in teaching and learning in academic content areas
  - professional learning for educators
  - student non-academic supports

In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Provide a rigorous course of study that enables students to receive a high school diploma and complete

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the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
        ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
    (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

| 9. | The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements: |

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.

2. Offer full-day kindergarten.

3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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      (B) High-quality professional development for all staff;
      (C) A child-to-instructional staff ratio of no more than 10 to 1;
      (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
      (E) A full-day program;
      (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
      (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
      (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
      (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
      (J) Program evaluation to ensure continuous improvement;
      (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
      (L) Evidence-based health and safety standards.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
      (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
      (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
      (A) Research-based;
      (B) Developmentally appropriate;
      (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
      (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
      (A) Aligned with the school's comprehensive instructional program
      (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements: 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

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	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    (A) Screen all existing staff and rehire no more than 50 percent; and
	    (B) Select new staff
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
	5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
	    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
	    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
	    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	9. Provide appropriate social-emotional and community-oriented services and supports for students.
	
	If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	4. The whole-school model must implement the model for all students in the school.
	5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area

	(C) Non-academic supports for students
	(D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements:
	 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by:
	     (A) significant improvement in academic achievement
	     (B) success in closing achievement gaps either within a school or relative to other public schools
	     (C) High school graduation rates
	     (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	 3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	 If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #4—Request for Amendment	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown				
Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
$	$	$	$	$

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	Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID:		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Since being identified as "Improvement Required" in the 2014 State Accountability Rating Palito Blanco Elementary has worked deligently to increase the academic achievements of our students. Despite our **urgent** academic efforts PBE is still recognized as a Focus campus as per Texas Education Agency guidelines. As a Pre-Kinder through 3rd grade campus PBE will utlitze TTIPS funds to implement the **Early Learning Model** as a means of using the campus' natural structure to address specific areas critical to continue efforts to cease continually being classified as a persistently low-achieving school. Additionally the campus already locally funds a PK4 program at a Pre-Kinder Center in coordination with the local federally funded Headstart Program. The Pre-Kinder Center and seeks to add a PK3 on the campus with these TTIPS funds as well as adhering to all USDE high quality PK programming guidelines.

Utlizing the grant resources the campus will develop a framework that will provide instructional and mentorship support to improve both the instructional staff and leadership effectiveness, use best practices to improve the instructional delivery to create authentic engaged learners, increase learning time and increase parent and community invovlment in the decisions of the educating their children.

Rooted in the district's **Vision for School Reform,** district commitments, and existing district capacity Ben Bolt-Palito Blanco ISD has has **created an organizational framework** that demonstrates a clear ability to benefit from grant resources. Furthermore the district's **communication and planning structure** will enable to the reforms to take place. In an effort to insure the success of the program in implementing long-term reforms, PBE administration will work with all stakeholders (staff, parents and community members) to build a collective educational vision that is clear, compelling and directly correlated to teaching and learning through joint planning of teachers, teacher retention, provison of job-embedded professional development including coaching and mentoring, use of data for formative, interim, and summative needs, and future enrollment in the CLI and Texas School Ready systems for early learning. With TTIPS funds, PBE also hopes to provide increased learning time through afterschool and summer programming focused on student achievement and enrichment.

The collective vision will help the campus to focus on what is important, motivate staff and students, and increase the sense of shared resonsiblity for student learning. Additional areas addressed through school reform include using rigorous, tansparent and equitable evaluation system for teachers and the principal, examing and utilizing student growth data in the evalution of teacher and the principal,providing financial incentives and opportunities for promotion and career growth for teachers, provide additional instructional and planning time, implementing comprehensive instructional reform strategies, improving students access to technology and curriculum that is research-based and proven to increase students' academic performance. Finally the grant will provide the use of an independent evaluator to conduct surveys, revew data and do classroom walk-throughs n order to identify concerns.

Current **urgent** efforts **focused on high expectation results** are supported by an understanding by instructional staff that failure to meet expectations may result in a reassignment to a different campus, termination, or not having their contracts renewed. These expectaions will be monitored by setting measurable goals that must be met. Each goal will be aligned to one of the seven Critical Factors of Success identified by the Texas Education Agency as being impactful to achieving continuous school improvement.

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In order to ensure that the district meets the progam goals, milestones have been identified that will be used to measure determine the successful achievement of the stated goals. These benchmarks will serve as process-based goals that will help ensure that procedures, activities, and services are being conducted. Data will be collected through surveys and various traditional and alternate assessments as well as PIEMS reports in order to monitor Performance Measures and determine whether the program is being successful in showing program successful attainment of program growth.

PBE plans to implement the TTIPS funded Early Learning Model model **with embedded transformation for 3rd** grade corresponding to campus needs aimed at the urgency of rapidly improving student achievement. Key areas identified for support on the recent Campus Needs Assessment these key concerns: 1. Improve and enhance teacher quality; 2. monitor daily alignment of instructional delivery for rigor of the curriculum/standard, 3. provide content area training, 4. to implement an effective benchmark system, 5. frequent classroom walk-through and effective and immediate feedback, 6. utilize data to inform instruction and intervention efforts, 7. provide a true RTI program, 8. implement a phonics program to support reading instruction in K-3 as well as enhance the reading program overall, 9. strengthen counseling programs, and, 10. enhance parental involvement.

Additionally, PBE plans to increase learning time by offering afterschool and summer programming for academics and enrichment. In order to address *teacher quality,* PBE will move research-based best practices including professional development reframing teacher lenses around providing an equitable education for all students. With regard to *monitoring daily alignment of instructional delivery to ensure rigor of the curriculum standards,* PBE proposes to hired a Curriculum Specialist to oversee the activities of the grant. Hiring incentives as well as retention pay for those all faculty to serve in this rural district will be supported by TTIPS funds. Additionally,the Curriculum specialist will support rigorous implementation of the curriculum and instructional strategies. In order to *provide content area training,* Moreover, funds in this TTIPS grant would support enhanced content knowledge through partnership with the ESC 2 (Educational Service Center). Enhanced content knowledge is critical at BPE as classroom walkthroughs in 2014-2015 indicated dire need for deep understanding of curriculum standards by teachers. Hand in hand with improved focus on curricular rigor is the need for *effective benchmarking* of those efforts. *Frequent classroom walk-through and effective and immediate feedback* will be supported by the state's mandated evaluation system, TTES, as well as locally required observations. As Curriculum Specialist becomes more effective in their appraisal and coaching roles , new teachers to campus and returning teachers will benefit. PBE strives to refine its ability to identify struggling students early and implement an *effective RTI program.* Effective RTI measures will ensure students receive the instruction they direly need and are not placed into SPED readily. BPE plans to *implement a phonics program to support reading instruction* in K-3 and plans to enhance the overall reading program through expansion of guided reading strategies. Additionally, increased reading practice time through campus imple-mentation of DEAR (Drop Everything and Read) meshed with Accelerated Reader accountability and incentives PBE plans to *improve parental involvement* through hiring of a parental involvement coordinator who will conduct home visits as well as plan parental involvement activities on an ongoing basis including event such as math nights, parenting education, etc. PBE will use the TTIPS funds to support *increased learning time* through a 2 hour/day afterschool program targeting academics & enrichment. Additionally, PBE proposes use of TTIPS funds to support a 32 day/4 hour day summer program additionally supported by federal feeding program.

Schedule #6—Program Budget Summary

County-district number or vendor ID: 125-902	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations	Fund code: 276

Budget Summary

Schedule #	Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$148,022	$	225,270	$	227,990	$	$231,153	$	$832,435
Schedule #8	Professional and Contracted Services (6200)	6200	$126,500	$	$141,500	$	$141,500	$	$141,500	$	$551,000
Schedule #9	Supplies and Materials (6300)	6300	$23,500		$17,500		$17,500		$17,500		$132,892
Schedule #10	Other Operating Costs (6400)	6400	$13,500	$	$13,500	$	$13,500	$	$13,500	$	$54,000
Schedule #11	Capital Outlay (6600)	6600	$25,700	$	$10,700	$	$10,700	$	$10,700	$	$42,800

Consolidate Administrative Funds ☐ Yes ☐ No

			Year 1		Year 2		Year 3		Year 4		
Total direct costs:			$337,222	$	$408,470	$	$411,100	$	$414,353	$	$1,998,327
Percentage% indirect costs (see note):			N/A		N/A		N/A		N/A		$
Grand total of budgeted costs (add all entries in each column):			$337,222	$	$408,470	$	$411,100	$	$414,353	$	$1,998,327

Administrative Cost Calculation

Enter the total grant amount requested:	$1,998,327
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$99,916

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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RFA #701-16-105; SAS #198-17
2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional							
1 Teacher	1		$25,521	$36,050	$37,127	$38,246	$136,944
2 Educational aide			$	$	$	$	$
3 Tutor			$	$	$	$	$
Program Management and Administration							
4 Curriculum Specialist	1		$29,166	$55,000	$56,000	$57,500	$197,666
5 Title			$	$	$	$	$
6 Title			$	$	$	$	$
Auxiliary							
7 Title			$	$	$	$	$
8 Title			$	$	$	$	$
9 Title			$	$	$	$	$
Other Employee Positions							
10 Parent Involvement Coordinator (Part-time)		1	$10,000	$20,000	$20,000	$20,000	$70,000
11 Title			$	$	$	$	$
12 Title			$	$	$	$	$
13		Subtotal employee costs:	$64,687	$111,050	$113,127	$115,746	$404,610
Substitute, Extra-Duty Pay, Benefits Costs							
14 6112 Substitute pay			$1,000	$2500	$2500	$2500	$8500
15 6119 Professional staff extra-duty pay			$54,220	$75,180	$75,180	$75,180	$279,760
16 6121 Support staff extra-duty pay			$	$	$	$	$
17 6140 Employee benefits			$28,115	$36,654	$37,183	$37,727	$139,224
18 61XX Employee stipends; Specify amounts and criteria to earn stipend:			$	$	$	$	$
19		Subtotal substitute, extra-duty, benefits costs	$83,335	$114,220	$114,863	$115,407	$427,825
20		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	$148,022	$225,270	$227,990	$231,153	$832,435

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 125-902 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land				
	$	$	$	$	$
Specify purpose:					
	$	$	$	$	$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Best practices in Instructional Strategies Professional Services	$30,000	$60,000	$60,000	$60,000	$210,000
2	Training, Coaching	$81,500	$163,000	$163,000	$163,000	$163,000
3	Evaluation, Grant Oversight	$15,000	$30,000	$30,000	$30,000	$105,000
4		$	$	$	$	$
5		$	$	$	$	$
6		$	$	$	$	$
7		$	$	$	$	$
8		$	$	$	$	$
9		$	$	$	$	$
10		$	$	$	$	$
11		$	$	$	$	$
12		$	$	$	$	$
13		$	$	$	$	$
14		$	$	$	$	$
b. Subtotal of professional and contracted services:		$126,500	$141,500	$141,500	$141,500	$551,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$	$	$	$	$
(Sum of lines a, b, and c) Grand total		$126,500	$141,500	$141,500	$141,500	$551,000

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 125-902   Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

#	Expense Item Description	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
	Technology Hardware- not capitalized					$	$	$	$	$
						$	$	$	$	$
1		Laptops	Utilized by teachers, DCSI, Principal, and Curriculum Specialist to track student progress, create lesson plans, complete surveys, and view online trainings	15	$800	$12,000	$	$	$	$12,000
2	63XX	Printers	Utilized by teachers, DCSI, Principal, and Curriculum Specialist to print documents listed above.	15	$150	$2250	$	$	$	$2,250
3		Smartboards	Utilized to deliver instruction in all classrooms	11	$2,500	$27,500	$	$	$	$27,500
4		Computers for computer lab	Computer lab for Reading intervention and support intensive instruction	24	$1083	$25,992	$	$	$	$25,992
5		Projectors	For teacher classrooms to integrate technology into instruction to facilitate interactive learning.	11	$1,150	$12,650	$	$	$	$12,650
	Technology Software- not capitalized					$	$	$	$	$
63XX	Specify type/purpose:					$	$	$	$	$
	Textbooks/Curricular Materials					$	$	$	$	$
63XX	Specify type/ purpose:					$	$	$	$	$
	Supplies and materials to be used as student incentives					$	$	$	$	$
63XX	Specify type/ purpose:					$	$	$	$	$

Supplies and Materials that do not Require Specific Approval

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| 6300 | Supplies and materials that do not require specific approval: | $80,392 | $17,500 | 17,500 | $17,500 | $132,892 |
| | **Grand total:** | **$80,392** | **$17,500** | **$17,500** | **$17,500** | **$132,892** |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-105; SAS #198-17
2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 125-902   Amendment number (for amendments only):

Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411 — Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$	$	$	$	$
6412 — Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$
6412/6494 — Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$	$	$	$
6413 — Stipends for non-employees other than those included in 6419	$	$	$	$	$
6419 — Non-employee costs for conferences. Requires authorization in writing.	$	$	$	$	$
6411/6419 — Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$	$	$	$	$
64XX — Advisory council/committee travel or other expenses. Specify name and purpose of council: Specify types of costs:	$	$	$	$	$
6495 — Cost of membership in civic or community organizations. Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
Subtotal other operating costs requiring specific approval:	$	$	$	$	$
Remaining 6400—Other operating costs that do not require specific approval:	$13,500	$13,500	$13,500	$13,500	$54,000
Grand total:	$13,500	$13,500	$13,500	$13,500	$54,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 125-902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	$	$	$	$	$
66XX—Computing Devices, capitalized								
2	COWS – will be utilized in classrooms by students to complete assignments, access RtI software, answer surveys, and conduct research	12	$20,000	$240,000	$	$	$	$240,000
3	Will provide teachers with technology needed to create a 21st Century learning environment. The technology is designed to increase student' classroom interaction.	12	$8,000	$96,000	$	$	$	$96,000
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9	Reading Intervnetion Software	6	$700	$3,500	$3,500	$3,500	$3,500	$14,000
10	Math Intervention Software	6	$1200	$7,200	$7,200	$7,200	$7,200	$28,800
11	Reading assessment software for individual books, to encourage and enhance student reading and comprehension	1	$5,000	$5,000	$	$	$	$5,000
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14	Cafeteria Projector and screen for assemblies and parent activities	1	$10,000	$10,000	$	$	$	$10,000
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
21	**6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**			$25,700	$10,700	$10,700	$10,700	$57,800

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Grand total:	$25,700	$10,700	$10,700	$10,700	$57,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 125-902		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	162		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	151	95.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	10	6.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	1	.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	96	78.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	11	9.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	16	9.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	125		
Disciplinary placements in In-School Suspension	0		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	0		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		94.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	20	89%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	23	83%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		N/A%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		N/A%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PBE has been identified as a Focus campus that was rated "Improvement Required" in the 2014 Accountability Ratings, as posted in the Texas Accountability Rating System for Texas Public Schools and Districts.

STAAR Test Results: A review of the TAPR results for 2012-2015 school-years indicate that Palito Blanco Elementary has a history of consistently falling beneath the state's average on the number of students who meet the standard in each of the tested areas. In fact, the campus had only 47% of its student's pass all sections of the STAAR test for the 2013-2014 school-year. This is 30% below the state's average of 77.0%. The table below illustrates that a trend exists in the campus's inability to meet state standards.

NEEDS ASSESSMENT TREND RESULTS				
Year	**Math**		**Reading**	
	Campus	State	Campus	State
2014-2015	N/A	N/A	94%	77%
2013-2014	32%	78%	63%	76%
2012-2013	52%	79%	59%	80%
Source: 2012-2013, 2013-2014, and 2014-2015 Texas Academic Performance Report (TAPR)				

Student Demographics: The gaps between the campus and state standards can be attributed to the campus high percent of economically disadvantaged students that are drived from minority groups. The table below details the campus demographics in comparison to the state's demographics.

STUDENT DEMOGRAPHICS						
Year	**Economically Disadvantaged**		**Special Education**		**Hispanics Ethnicity**	
	Campus	State	Campus	State	Campus	State
2014-2015	89.0%	N/A	*	N/A	93.0%	N/A
2013-2014	78.2%	60.2%	9.7%	8.5%	92.1%	51.8%
2012-2013	80.2%	60.4%	13.2%	8.5%	94.6%	51.3%
2011-2012	79.7%	60.4%	8.9%	8.6%	93.7%	50.8%
Source: 2011-2012 Academic Excellence Indicator System and 2012-2013, 2013-2014, and 2014-2015 Texas Academic Performance Report (TAPR)						

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	16		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	11	68.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	10	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	6	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	2	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	0	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	1	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2	%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$29,362		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$32,555		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	-		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$43,439		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	$45,270		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	5	32.1%	
Staff with Bachelor's degree as highest level attained	10	62.5%	
Staff with Master's degree as highest level attained	1	6.2%	
Staff with Doctoral degree as highest level attained	0	0%	

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) ||
| County-district number or vendor ID: 125-902 | Amendment # (for amendments only): |

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PBE recently had a significant portion of their experienced teaching staff resign and/or retire. There individuals had been employed with the campus for an average of 15 years and had proven to be effective in addressing the needs of the students. Due to the rural location of the campus, the district was faced with a limited applicant pool that offered minimal experience. Thus, the district was obligated to hire staff with little or no experience.

Despite the district's proactive efforts to improve teacher capacity there were limited resources to prepare teachers as adequately as desired. The district lacks the funds to purchase and facilitate the establishment of procedures and programs that will provide teachers with a structured training plan. Also, there is a lack of mentors and administrators to mentor as well as collaborate and provide guidance for the necessary planning a teacher needs to deliver effective instruction.

PBE intends to utilize the TTIPS funds to provide teachers with collaborate opportunities and support in order to increase teacher buy-in and improve self-efficacy. Consequently, the campus will provide the following with the grant resources:

- Hire a Curriculum Specialist to organize and implement a teacher support system of Professional Learning Communities and a Lead Teacher program.
- Provide extra-duty pay to teachers in order to motivate them to actively participate in the new teacher support system as well as academic interventions.
- Conduct one-on-one meetings with each teacher and staff member in order to devise strategic career plans.
- Implement a Teacher Incentive Program that will be offered to teachers that demonstrate growth and improve student academic achievement.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 125-902							Amendment # (for amendments only):							

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
24	35	30	37	36										

Part 6: Teachers to Be Served with Grant Funds.
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	2	2	2	3										

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Schedule #13—Needs Assessment

County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 5 grant, the district analyzed the needs of Palito Blanco Elementary. Elements of the needs assessment included the review of the instructional programs, technology, and strategies that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the opportunities for advancement and growth that are available for teachers and staff. The goal for the district was not just to identify the areas of need, but to also identify the root cause for the problems. The following is a description of the process and activities that the district utilized to conduct the campus needs assessment and to analyze the data.

In conducting the campus needs assessment, the district collected and reviewed the following data:
- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental involvement documentation (sign-in sheets)
- Student and teachers accessibility to resources
- Test scores
- PEIMS 425 records
- Teacher and staff experience and evaluations
- Quality/dependability of partners and vendors
- Active learning time available in class schedule
- District and Campus Organization Chart

Each of these areas was compared to the district and state data in order to identify which areas required improvement.

The district and campus administration met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. Stakeholders included: Superintendent, Campus Principal, Business Office Manager, Special Education Director, Federal Program Director, and Teachers. In all, a total of 4 planning meetings were held in the course of a 9 week period. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity, or mandatory requirements) that support prioritization were applied. Since a significant gap was identified in teacher experience which directly impacts the students' academic scores, the district chose to implement the TTIPS Early Learnng Model. This would allow the campus to utilize funds to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

To facilitate the decision-making process and ensure that a wide range of ideas were considered the district reviewed all the campus's identified gaps and needs with stakeholders and encouraged them to submit their ideas for solutions. All suggestions were compiled into one document and reviewed as a whole during the following scheduled planning meeting. The attending stakeholders chose the solutions that provided the best chance for generating campus reform while still conforming to the parameters of the TTIPS Program.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

x☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PBE has proposed the **TTIPS** project. **The campus will implement the Early Learning model with the embedded transformation for 3rd grade at Palito Blanco Elementary School.** Some of those best practices are similar but due to specific needs of the grade levels, the best of both models is needed. The campus already locally budgeted a PK4 for the 2015-2016 school year prior to this application and seeks to add PK3 on campus with these TTIPS funds as well adhering to all USDE high quality PK programming guidelines. The campus already offers full-day Kindergarten. The current campus framework meets many of the requirements for the Early Learning Model including provision for for joint planning of teachers during planned meetings and after school times, implementation of the rigorous TTES process of evaluation in 2015-2016, provison of job-embedded professional development including coaching and mentoring, use of data for formative, interim, and summative needs, and future enrollment in the CLI and Texas School Ready systems for early learning. Additionally, ongoing feedback throughout the school year via administrator ongoing evaluation efforts as required higher expectations of teachers and in a number of cases "motivated" a number of teachers to resign which ultimately resulted in a loss of teaching staff. Teacher retention pay that has been found to be helpful in retaining teachers in rural areas (Lynch, 2012) was made available to PBE teachers but ultimately several teachers who left that were good teachers, even the retention pay was not enough to motivate them to stay. Proposed TTiPS funds will support hiring incentives and increased retention pay.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BBPBISD has site based decision making teams on each campus which provide ongoing input into the work of the campuses. In addition, due to the size of BBPBISD and the close-knit rural community, often stakeholders in the community fulfill multiple functions and interact with one another continuously throughout the community in interaction with the school staff and administration. The TTIPS Grant model will support this integrated, comprehensive effort. Feedback was formally solicited from the community during the Comprehensive Needs Assessment process The sometimes difficult input provided on the was revealing about both positive and negative criticism of the district. In addition, parents and community members who sit on the Ben Bolt Palito Blanco ISD school board provided input throughout the spring semester with regard to staffing effectiveness on the PBE campus. The BBPBISD community needs to come closer together in focusing collective in sync efforts to support all children in BBPBISD. TTIPS funds will be utilized to create a community of learners uniting students, staff, parents, community agencies and stakeholders in an effort to achieve student and campus goals. School administrators, teachers and staff members will develop expertise in instructional strategies designed to meet the academic needs of each student. Students, families, teachers and administrators will engage in targeted goal setting and data tracking as they assume joint responsibility for student success. Additionally, the PBIS or Positive Behavior Intervention and Support model will be strengthened to ensure that the school climate encourages high levels of student achievement.

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Schedule #14—Management Plan

County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	BBPBISD will appoint a DCSI to lead the PBEteam of highly qualified personnel in order to enact impactful school reform. The DCSI will facilitate through mentorship and support in a liason role to the campus principals to oersee accountability, monitor campus progress and work to ameliorate obstacles	Master's Degree in Educational Leadership with campus leadership experience, Experience leading school improvement efforts Thorough understanding of curriculum and instruction, Strong knowledge of accountability system including index measures and TAIS process
2.	Principal	Will work to facilitate all components of the grant and afterschool program in collaboration with all stakeholders and partnering entities	Master's Degree in Educational Leadership Experience leading school efforts and working with grant funds, Knowledge of federal grant principles and reporting requirements, Ability to lead evaluation of grant activities and encourage necessary adjustments as indicated by data
3.	Curriculum Specialist	Responsible for on campus oversight, direction and coordination of curriculum alignment. Work to facilitate Early Learning Initiaves-with embedded transformation for 3rd Grade	Master's Degree or preferred Ed.D/Ph.D. in Curriculum & Instruction or related field. Experience leading school reform efforts particularly focused on Early Learning and working with grant funds, Abllity to bring stakeholders together to support a common focus on curriculum.
4.	Part-Time Parent Coordinator	Will work to engage parents through coordination of events; will make home visits to encourage attendance/parenting skills	Bachelor's degree in related field; ability to work well with people/parents; organized and willing to go out into the field/homes
5.	PK3 Teacher	Teach PK3 class; begin the PK3 program	Bachelor's degree in early childhood; preferred previous experience working with schools through transformation process; meets highly qualified criteria
6.			
7.			
8.			
9.			

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	Schedule #14—Management Plan (cont.)		

County-district number or vendor ID:		Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	TTIPS Parnters/Prof. Dev. Vendor	Will provide professional development training to teachers and staff to include: RtI, Classroom Walkthroughs with reflective practice, Guided Reading Strategies, PLC's, Instructional Leadership Development	Individuals conducting services will be required to have: a minimum of a Bachelor's degree, and a minimum of 5 years experience.
2.	External Evaluator	Will use a rigorous, tansparent, and equitable evaluation system that employs both formative and summative data. Will conduct surveys, administer questionnaires, and conduct walkthroughs in order to collect data. Will submit a detailed evaluation report that will include all finding of the evaluation.	5 years experience in progam evaluations and experience in collecting data and organizing it into a comprehensive report that details strengths, weaknesses, and suggestions for improvements.
3.	TTIPS Partner/Vendor	Provide expertise in grant management, budgeting, curriculum and assessment;; Provide project management oversight, budgeting, professional development in best instructional practices, peer to peer walkthroughs and data analysis for content teams; content area expertise in early learning, instructional technology, counseling and guidance, STEM related areas, program evaluation support, and administrative principal coaching	5 years experience in grant management, oversight and implementation, curriculum and assessment.
4.			
5.			
6.			
7.			
8.			

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PBE administration in collaboration with the TTIPS funded Curriculum Specialist and outside grant oversight vendor will continuously review existing district efforts on theTTIPS funded project in the area of professional development, recruiting, instructional coaching and the like to seek opoprtunities for this grant initiative ensuring that existing efforts compliment and maximize one another. Proposed use of the research-based best instructional practices, will ensure that the project is implemented with fidelity and that in turn will support ongoing commitment to the project's success. Addtionally, this grant initiative expects to "professionalize" the role of teachers and when teachers are treated as true professionals as the intent of the project, this success will hopefully permeate the culture and climate of the capus leading ultimately to increase student achievement. The goal of the grant project's Early Learning initiatives and seeks to build capacity in educators but also to scaffold expertise so that when attrition occurs, teachers at the next level are ready to move up and take it to the next level and in turn become mentors to their peers which creates a network of expertise and capacity. Additionally, PBE works as a team and the superintendent truly works to engage all stakeholders in decision-making. This open and transparent style of leadership builds capacity where everyone knows everyone else's job and that only serves to bode well when there are changes in key project personnel.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The long term sustainability of the campus reforms TTIPS grant project after funding ends has been considered by PBE during the initial planning. PBE does not see the grant funded reform strategies and initiatives as a project that will end in five years.

PBE will engage in processes and behaviors that produce continuous improvement (Redding, 2006). Sustainability was considered when planning the reforms. Teacher quality is a focus in Ben Bolt Palito Blanco Independent School District. BBPBISD reported 100% Highly Qualified teachers who meet the current federal definition of Highly Qualified. The reality is that with ever increasing student achievement standards designed to ensure that students are college ready, career ready and world ready, concerted efforts to continuously improve teaching are necessary most especially on the focus campus. BBPBISD in collaboration with the TTIPS funded Curriculum Specialst, TTIPS Education Specialist Partners, and Outside Evaluator will continuously review existing district efforts in the area of professional development, recruiting, instructional coaching and the like to seek opportunities for this TTIPS grant initiative ensuring that existing efforts compliment and maximize one another. Proposed use of research-based best practices will ensure that the project is implemented with fidelity and that in turn will support ongoing commitment to the project's success. Additionally, this TTIPS grant initiative expects to "professionalize" the role of teachers and when teachers are treated as true professionals as is the intent of the project, this success will permeate the culture and climate of both campuses within the district leading ultimately to increase student achievement.In order to provide sustainability of all new initiatives, the TTIPS funds will be used to build capacity on campus through the Best Instructional Practices creating career paths for teachers and honing the skills of all teachers through job embedded professional development, build relationships within the community and with external providers in the area.

Additionally, the campus TTIPS committee hopes to seek support from the community to build in sustainability for any TTIPS funding that may not be able to be covered after the end of the grant. The local community students have different schools that they can choose to attend. With the innovations provided by the grant, it is the TTIPS Committee's hope that the students who currently choose to attend the other campuses will return to BBPBISD and PBE thus generating more ADA and adding to the sustainability.

Structures and contingencies will be outlined to ensure that the supported needed will be continued. Contingency plans to address possible changes in staffing and resources will be developed. PBE and BBPBISD will continuously look for other grant sources before the end of the five years.

The intensive professional development provided will build teacher and administrative leadership capacity to ensure that they will be able to continue the research-based practices and technology integration outlined in the grant. The subject area specialists will develop capacity within existing and future teaching staff. Concerted and intentional effort in the development of a professional learning community among the participating staff will provide a critical mass of personnel that regardless of attrition should be able to sustain the continued implementation of transformed instructional practices. Training will be across grade levels and content areas as to sustain a vertical knowledge base.

Each activity and/or reform will be looked at in multiple variables: Will a system for sustainability be in place after the grant? Will it be an effective change agent? Will it build capacity and opportunities for change? At the end of the grant, there will be fundamental cultural shifts as the TTIPS grant effort that will support ongoing student achievement. Allocation of resources human and fiscal will be evaluated an ongoing bases and teams will dedicate time to seek ways to maintain reforms and identify strategies for further continuous improvement.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **TTIPS grant** project with the assistance of the its TTIPS Educational Partners, will implement the CIPP Model of Evaluation will be used for ongoing formative evaluation and continuous improvement. The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems [Stufflebeam, 2002]. Corresponding to the letters in the acronym CIPP, this model's four components are context, input, process, and product evaluation. In general, these four parts of an evaluation respectively ask, What needs to be done? How should it be done? Is it being done? Did it succeed? The emphasis of the evaluation for this project will be on the implementation of the Early Learning **with embedded transformation for 3rd Grade on the elementary campus.** However, summative (product) evaluation information also will be gathered on impact in the classroom, as reported by administrators, teachers, and students and evidenced by improved student achievement. In addition to use of the CIPP model for the project, professional development provided to teachers and administrators will utilize a simple evaluation instrument throughout the course of the project asking three simple questions after selected professional development sessions. Those three questions are: 1) What is working?; 2) What is not working?; 3) How can we improve what we are doing? These three questions and their responses will be compiled into an excel spreadsheet, evaluated for themes and made accessible to all participants. Recommendations from those evaluations will be applied throughout the project in the vein of constant and continuous improvement

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **TTIPS** project management team in collaboration with the Curriculum Specialist and External Grant Coordinator as well the DCSI under direct supervision of the PBE campus principal and superintendent, will ensure that formative data is collected by: 1) assessing improvement in teacher quality through data collection indicators related to mentoring (mentor and mentee); 2)assessing the amount of ongoing teacher PD through indicators, 3) teacher accountability needs will be instructionally focused, 4) assessing data related to the additional and differentiated compensation of teachers and administrors relative to the program, and 5) assessing impact of improved recruiting & hiring practices through data collection indicators. This BBPBISD/TTIPS team will review data on an ongoing basis in order that this monitoring will facilitate adjustment as needed in ensuring fidelity of implementation of the proposed TTIPS grant program. The TTIPS Curriculum Specialist and campus Principal will facilitate teacher examination of student data together on the elementary campus. Collaborative planning for effective instructional strategies stemming from that data will be implemented through modeling and instructional coaching by Master and Mentor teachers in concert with mentee/career teachers. Additionally, this TTIPS project will engage a value-added assessment contractor that will utilize statistical modeling to accurately measure student gains at the PBE campus. In addition to student achievement data, other student data including attendance will be collected, analyzed and acted on as needed to ensure positive student achievement.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The TTIPS project management under direct supervision of the PBE campus principal and superintendent, will ensure

that formative data is collected as listed above in 1-5 and that that data is analyzed on a timely and ongoing basis.

Moreover, this TTIPS team will review data on an ongoing basis in order that this monitoring will facilitate adjustment as

needed in ensuring fidelity of implementation of the proposed program. Using the campus's organizational meeting the

TTIPS Curriculum Specialist and campus Principal will facilitate teacher examination of student data together on the

elementary and secondary campuses. Collaborative planning for effective instructional strategies stemming from that

data will be implemented through modeling and instructional coaching. Additionally, this TTIPS project will engage a

value-added assessment contractor that will utilize statistical modeling to accurately measure student gains at PBE. In

addition to student achievement data, other student data including attendance will be collected, analyzed and acted on

as needed to ensure positive student achievement

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RFA #701-16-105; SAS #198-17
2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TTIPS grant project and initiatives will use the Comprehensive School Reform Quality Center and the Finance Project (2006) criteria for assessing a prospective contractors' organizational and financial ability to perform the evaluation. BBPBISD will use the following criteria:

- Organizational and Financial stability
- Ability to support focused school improvement efforts (past history)
- Engage the TTIPS Decision-Making Team (TDMT) about the need to hire eternal providers
- Engage the Superintendent and DCSI to ensure policies and procedures are transparent and fair
- Budget adequate funding for the five years
- Develop rigorous process to select an external provider (experience/qualifications/application/confirm record/financial stability/interview etc.)
- Campus Grant Project Coordinator, Curriculum Director and the District will assist in the selection process.
- Negotiate a contract outlining roles and responsibilities
- Set up an evaluation process and timeline toward goals
- Outline consequences for failure (termination/modification of contract)
- All programs will be research-based

Additionally other external providers include the Educational Service Center- Region 2 that have outstanding reputations, and the district has a vendor approval process that external providers are screened thoroughly. The ESC-2 screening process assists with any issues that may arise in securing vendors. Vendors will be research based and will be screened and approved by the campus TTIPS committee and then presented to the District for approval.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After possible providers have been identified, all grant external providers will be processed through the BBPBISD purchasing department and in compliance with BBPBISD policy as well as pertinent state, federal and grant guidelines. No purchase of goods and services will occur outside the grant specifications and/or BBPBISD's policies and procedures. The grant manager, working collaboratively with business office staff, will facilitate and monitor all use of external consultants and ensure compliance with district policies and procedures.

Evaluation of all providers will be based on their documented contribution to increases in student achievement. The external grant manager and campus leadership team will collect data related to the use of the external service provider. Student achievement trends will be studied to determine if use of the external provider contributed to increases in student achievement. In cases where there is lack of improvement in student achievement, future use of the service provider will be adjusted or discontinued. When use of a provider does contribute to increased student achievement, the district will implement a plan to ensure sustainability of and commitment to the specific services offered by the provider. Building staff capacity through continued transformation strategies and activities will sure program continuation and sustainability for the TTIPS grant project and initiatives.

External providers may be used to develop content experts on the campus to support implementation of differentiated instruction strategies, early learning best practices, higher level questioning strategies, positive behavior support, data disaggregation and data-driven instruction, family and student engagement & counseling initiatives and strategies for working with families living in poverty.

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	Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Build/excerpt and distribute critical timelines for the various initiatives of the grant
2.	Post those timelines on the project website/campus webpage to facilitate communication of the timelines
3.	Flesh out job descriptions based on information on positions in the grant
4.	Post all positions
5.	Hire staff for all positions in the grant
6.	Update comprehensive Needs Assessment of district and campus
7.	Replace or retain key staff
8.	Identify and engage community partners via the grant coordinator, community liason positions
9.	Ensure that all stakeholders are informed of funded project/review its initiatives
10.	Create and distribute timeline regarding project
11.	Ensure that publicity such as website/webpage development is underway and postings are current
12.	Review grant proposal on job embedded professional development.
13.	Schedule all professional development as planned/refined through grant negotiations
14.	Ensure all professional development participants are aware of training
15.	Ensure that the TTIPS project team all attend the required state initial and follow up conference professional development
16.	Ensure that all hardware and supplies are ordered, delivered, inventoried and distributed in timely manner for effective implementation of professional development and other grant initiatives
17.	Ensure that budget is setup immediately so that all activities of the grant start on time/payments such as teacher professional development attendance stipends
18.	conduct campus tours of nearby elementary school (ie.Driscoll ISD) that are implementing successful reform initiatives included in this application
19.	Complete First 90 Day Action Plan
20.	

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a consequence of the recent retirement of many of the experienced teachers, the campus expected an impact on students' academic success and behaviors. The district's attempts to hire experienced teachers were not completely successful in part due to the remote/rural location the campus. In an attempt to maintain high standards of achievement Principal has implemented a Teacher Training and Support Plan which included a mentorship program. Addtionally, the Principal's efforts to increase teacher capacity and insure increased student achievement through authentic student engagement have included purchasing research-based teaching materials and training in improving instructional delivery. Regular campus-based walkthroughs are conducted on all teachers.

TTIPS funds will be utilized to provide compensation incentives through retention pay and extra-duty pay. Funds will also be used to increase the incorporation of instructional technology as well as training for effectively utilizing the newly purchased technology. Current campus staff and district administration, including the Business Manager and Curiculum Director to coordinate the acquiring and effectively implementing program strategies and initiatives. TTIPS funds will only be used to supplement and add, not supplant existing services required by state law, the State Board of Education, or by local policy.

The campus administration is confident in its ability to provide adequate resources and related services to campus instructional saff to implement the TTIPS grant program and initiatives with fidelity. In addition to needing the funds to continue it's school reform efforts, the campus has the total commitment from all stakeholders: the BBPB ISD School Board, Superintendent, Campus Principal and instructional staff, Site-Based Decision Making committee, Parents and community members.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING or TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Ms. Gloria Hammill
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	BBPB ISD will keep the current Principal as part of the TEA guidelines allowing rural districts the opportunity to apply for a model modification waiver. Consequently, the Principal will not be replaced. After an initial decline in achievement scores during the 2013-14 school year after being hired, the current Principal has implemented substantive instructional changes which have led the district meeting state standards in 2014-15 and 2015-16. The district is confident with the additional resources provided by the TTIPS grant the Principal will successful lead the campus and exit its Focus status.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the _**option**_ to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	With the campus make of PK – 3rd grade the campus will be combining the Early Learning and Rural Transformation Model. The Model modification request is to keep the current Principal, Ms. Gloria Hammil, in place.
Description of the modification:	Since being assigned as the campus Principal in the Summer of 2012 the current Principal has proven to effective implement strategies and initiatives to increase student achievement and teacher capacity. The campus has subsequently Met Standards in 2013-14 and 2014-15. The increase in the STAAR scores are an example of her effectiveness. In 2013-14 only 63% of students passed the STAAR Reading Exam. In 2014-15 the 94% of students passed the STAAR Reading Exam. Preliminary scores for the 2015-16 indicate 89% of students passing both the STAAR Readng and Mathematics Exams. Under her leadership the current faculty has experienced support and increase in capacity to deliver effective instruction in the classroom.
How intent of the original element remains/will be met:	The Principal's current successes will be enhances by: • adding a PK 3 program • adding an afterschool program • increasing Parental Invovlement • adding job embedded, research-based training • adding guided reading practices in grades PK-3 • purching more instructional technology

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	*PBE* teacher effectiveness and differentiated compensation will depend in significant part on student growth measures *at the classroom level*. The new TTES teacher evaluation system differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals value-added assessment, will be conducted by a reputable vendor thus providing a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of BBPBISD teacher and principal effectiveness.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	Classroom observations—announced and unannounced—will be conducted by members of the Principal, Curriculum Specialist and TTIPS Partners/Vendors four or more times a year. To ensure the rigor of these observations, the TTIPS Leadership Team will undergo training required TTES training.
Describe how the evaluation system was developed with teacher and principal involvement:	District and campus staff have met and formalized a system for evaluating teachers including both formal and informal evaluations as well as an established pattern of classroom Walkthroughs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The reward system below will be utilized to motivate and recognize Lead Teachers and teachers who demonstrate an increase in student achievement. The system is a multi-tiered incentive program for the 11 eligible teachers:
	Maximum of $2000 per teacher paid annually for demonstration of increased academic achievement ($1,000 maximum) and increase parental involvement ($1000 maximum.)
	
	Formula: 5% increase of students in academic achievement = $500
	          10% increase of students in academic achievement = $1000
	
	          5% increase in parental involvement = $500
	          10% increase in parental involvement = $1000

Describe protocols/interventions to support teachers who are struggling to improve professional practice:	In an effort to improve teacher capacity the Principal devised a system of support and mentorship. These efforts include: Focus meetings to discuss areas of weakness and develop interventions, instructional coaching, and provide opportunities for additional professional development.
Describe the criteria established for educator removal:	All PBE teachers on its campuses will be provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. PES teachers will also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. Teachers who after receiving all of this support do not show growth will be removed from the campus.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	PBE currently has a PK4 program in collaboration of the the local Headstart Program. PBE seeks to further expand its full-day pre-school offerings with these proposed TTIPS funds that will pay for a teacher salary for PK3 classroom. Teachers will be highly qualified according to the federal definition and recommended child to staff ratios will be followed. Salaries will be competitive in order to hire the best teachers for PBE students possible. PK4 and PK3 classrooms will be house at the Headstart Pre-Kinder Center. The campus will partner with curriculum specialist in the area of Early Learning to provide a high quality program
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program. If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.	PBE currently partners with the local Headstart Program. The program meets all federal guidelines including staffing and facility requirements. All students are enrolled in PBE as per local policy and reported appropriately as per state requriements.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 125-902	Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	The Pre-school program will be: a) Research-based; b) Developmentally appropriate; c) Vertically aligned from one grade to the next as well as aligned with State academic standards; d) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. Content expertise for early childhood programs will be provided by the ESC 2 early childhood experts.
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	PBE will enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. Content expertise for early childhood programs will be provided by the local Headstart program and ESC 2 early childhood experts.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125-902 | Amendment # (for amendments only):

TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a *description of grant costs* named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve the Instructional Program*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Traing all teacher in new phonics reading program strategies and utilize to provide targeted reading instruction in decoding and comprehension.	Contracted Services for specific training and extra-duty costs for teacher participation.
2.	Identify research-based strategies from increasing authentic student engagement and choose 3-5 targeted engagement strategies to implement across all grade levels.	Extra-duty pay for teacher participation; Curriculum Specialist salary to coordinator and conduct meetings; Equipment,supplies and materials to implement strategies.
3.	Utilize lead4ward and DMAC data disaggregation tools to analyze state assessment data, identify priority TEKS in each core content area, and align the identified standards to high yield strategies and resources to be implemented across grade levels	Extra-duty pay for teacher participation; Curriculum Specialist salary to coordinator and conduct meetings;Equipment, supplies and materials to implement strategies.
4.	Engage in Guided Reading training with continued support, modeling and coaching throughout the year	Extra-duty pay for teacher participation; Curriculum Specialist salary to coordinator and conduct meetings; Equipment, supplies and materials to implement strategies.

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5.	Implement RtI with focus on alignment of data, student goals, intervention strategies and progress monitoring. Utilize computer-based intervention programs to enhance interventions.	Curriculum Specialist salary to coordinator and conduct meetings; Equipment, supplies and materials to implement strategies.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the <u>key interventions</u> the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Use the TTES evaluation model that supports rigorous, transparent, and equitable evaluation systems for teachers that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement. To include: Admin walkthroughs; Meet in weekly to review student data and plan instruction to address areas of concern; Meet with individual teacher at least once each grading period to review teacher data notebook, walkthrough and observation data and student growth measures; Use DMAC for data monitoring; Utilize a teacher self-reflection tool that is aligned to campus goals and walkthrough data as a springboard for discussion during quarterly teacher conferences	Curriculum Specialist salary to coordinator and conduct meetings; Equipment, supplies and materials to implement strategies.
2.	Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	Extra-duty pay for teacher participation.

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2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

3.	Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Contracted Services for specific training; Curriculum Specialist Salary.
4.	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in an **Early Learning Model** school.	Extra-duty and retention pay.
5.		

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*
Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and are	Local funding

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	designed and developed with teacher and principal involvement.
2.	Utilize principal evaluation tool and campus data notebooks to conduct monthly reviews with principal to track student growth, set goals and develop an action plan; Utilize evaluation tool and student data to evaluate principal effectiveness in relation to student growth and remove principals who have not positively impacted school achievement; site visit with nearby school district with similar demographics.	Equipment Costs
3.	Hire a curriculum specialist supported by these TTIPS funds to serve in a position on the PES campus as oversight to coordinate curriculum iniatives on the campus.	Curriculum Specialist Salary
4.		
5.		

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125-902   Amendment # (for amendments only):

TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the *key interventions* the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a *description of grant costs* named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data.*

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

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	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. To include: Ensure the curriculum specialist is trained in peer coaching and data-disaggregation; Participate in lead4ward data-disaggregation, accountability, instruction and assessment training opportunities. Use heat maps and other lead4ward tools to identify campus wide trends and weaknesses. Develop a menu of resources and activities aligned to the targeted skills/TEKS; Analyze TEKS and create common unit assessments with ensured alignment to standards and instruction; Print campus summaries of walkthrough data and analyze monthly with staff to monitor implementation of consistent research based strategies and alignment of instruction to TEKS; Establish grade level goals for high priority TEKS. Display goals and track progress on a monthly basis. Plan job-embedded PD to equip staff with resrouces needed to attain goals.	Contracted Services; Extra-duty pay for teacher participation; Curriculum Specialist salary to coordinator and conduct meetings; Equipment,supplies and materials to implement strategies.
2.	Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.To include: Train staff in use of Lead4ward data disaggregation. Utilize DMAC for data. Identify campus trainers/experts in use of each tool. Utilize data tools during campus PLCs, and staff evaluation conferences; Identify critical skills assessed through universal screeners and baseline assessment and utilize curriculum specialist to guide teachers through the process of using this assessment data to group students for small group instruction and intervention; Utilize student survey to collect data regarding student instructional preferences in order to match instructional streategies with student preferences.	Contracted Services; Extra-duty pay for teacher participation; Curriculum Specialist salary to coordinator and conduct meetings; Equipment,supplies and materials to implement strategies.
3.		
4.		

5.	

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125-902	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the <u>key interventions</u> the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Establish schedules and strategies that provide increased learning time (using a longer day, week or year). To include: Implement master schedule which builds small group instruction, intervention and RTI time into the school day; Implement Positive Behavior Interventions & Support (PBIS) model to increase engagement and learning time while reducing absences and misbehaviors which result in loss of instructional time. Increase learning time over a child's lifetime with the expanded PK program for PK4 and PK3.	Contracted Services; Extra-duty pay for teacher participation; Curriculum Specialist salary to coordinator and conduct meetings; Equipment,supplies and materials to implement strategies.
2.	Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. To include: Weekly meetings relative to the improving instructional strategies during the school day, Utilize job-embedded model for professional development to address topics including best practice in instructional strategies for core content areas, inclusion models, and PBIS; Host staff data disaggregation session afterschool.	Contracted Services; Extra-duty pay for teacher participation; Curriculum Specialist salary to coordinator and conduct meetings; Equipment,supplies and materials to implement strategies.

		3.
		4.
		5.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125-902 | Amendment # (for amendments only):

TEA Program Requirement 6: Interventions and Resources to meet Model Requirements– INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the <u>key interventions</u> the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Conducts ongoing needs assessment and involve a diverse group of parents and community members in planning a comprehensive parent education program.	Contracted Services; Curriculum Speicalist Salary; Equipment, supplies and materials to implement strategies

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2.	Provide opportunities for parents and students to learn together before, during and after school	Parental Involvement Coordinator and Curriculum Specialist Salaries; Extra-duty pay for after-school activities; Equipment, supplies and materials to implement strategies
3.	Open schools beyond traditional hours in an organized afterschool and summer program with transportation provided by the TTIPS grant to provide access to computer labs, homework help, adult education classes and/or enrichment opportunities (art, music, etc.)	Parental Involvement Coordinator Salary; Extra-duty pay for after-school activities; Equipment, supplies and materials to implement strategies
4.	Create parent education sessions once per month, and include community organization on agenda during each session.	Parental Involvement Coordinator Salary; Equipment, supplies and materials to implement strategies.
5.		

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125-902	Amendment # (for amendments only):

TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the *key interventions* the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a *description of grant costs* named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1. Ensure that the school receives ongoing, intensive technical assistance and related support from the ELA, the SEA, or a designated external lead partner organization. To include: Provide grant manager to coordinate grant activities and ensure that all campus activities align to grant requirements; Provide district support team to review student	Contracted Services.

Texas Education Agency

Standard Application System (SAS)

achievement data on a monthly basis and develop plans for action based on data; Utilize services provided by Education Service Center to provide support in the implementation of PBIS, instructional strategies and data disaggregation;.				
2.	Afterschool programming to engage families and provide support for children for working parents alleviating other potential childcare costs by providing positive behavior support for students, homework support, academic and other enrichment as well as engagement strategies for families. The indirect economic impact to the Palito Blanco community by the infusion of these TTIPS funds will also support an improved economic climate in the community.		Parental Involvment Coordinator and Curriculum Specialist Salaries.	
3.				
4.				
5.				

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	X	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	x☐	X	X
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	X	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	X
B10	Provide a parent/family center	☐	☐	X
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	X

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	X	X
B13	Provide child care for parents participating in school activities	☐	☐	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	X
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	X
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	X
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	X
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	X
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	X
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	x
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	X
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	X
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	X
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	X
M02	Conduct home visits by staff	☐	☐	X

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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	X	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	X	X
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	X	X
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	X	X
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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